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The Mountains Are Moving. [Report of the Conference on Equality of Educational Opportunity for Children of Appalachia (November 29 - December 1, 1968, Pikeville College, Pikeville, Kentucky)]

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Equality of educational opportunity for children in Appalachia served as a guiding theme for the Sixth National Education Association National Conference on Human Rights in Education. Included in this conference report are a synopsis of selected comments made by conference speakers, brief descriptions of ongoing opportunity oriented programs in Appalachia regional school districts, and explanations of new concepts being used in teacher training programs in regional colleges. Reactions and comments of participants in a political discussion session, suggestions for greater community involvement, and a discussion of the state leadership role necessary in education are also given. A brief summary of Federal support available to Appalachia's schools is presented. (EV)

ED032153

The Mountains Are Moving

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Sixth NEA National Conference on Human Rights in Education

Equality of Educational Opportunity For Children of Appalachia

RC003567

CONFERENCE REPORT:

Equality of Educational Opportunity For Children of Appalachia

November 29 - December 1, 1968 — Pikeville College, Pikeville, Kentucky

CONFERENCE SPONSORS

NEA Center for Human Relations
NEA Citizenship Committee
Kentucky Education Association
North Carolina Education Association
North Carolina Teachers Association
Tennessee Education Association
Virginia Education Association

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The Mountains Are Moving

The mountains are moving! This was the thought expressed by one NEA staffer to another as they returned from the Sixth National Conference on Equal Educational Opportunity. Soaring 25,000 feet above the Appalachian range, traveling at more than 500 miles per hour, they could perceive the ancient, placid, unmovable mountains moving. Actually they were moving.

During the drive to Pikeville over the Mountain Parkway, Senator Jennings Randolph noted that the new roads, new waterlines, and new electric powerlines make it possible for the mountains to move, even education. Without good roads, school buses would be useless, and many children would remain isolated from learning.

The primary purpose of this Conference was to call regional and national attention to the effects of geographical isolation on equal educational opportunity for children. Another purpose was to see if many of the highly publicized programs were actually reaching the children in small isolated schools.

In his introductory statement to the report of the exploratory conference held in 1967, Dr. Wade Wilson, chairman of the PR&R Committee on Civil and Human Rights, put it succinctly when he asked:

"Have the benefits of these programs reached the isolated classrooms? Are Appalachian teachers cognizant of the resources available to them? Have the talents and experiences of teachers and [community leaders] been utilized in the development and implementation of these programs? What are the avenues for action by educators and others concerned with educational improvement in the region?"

The spirit of the Sixth National NEA Conference on Human Rights in Education demonstrated a willingness on the part of educators, parents, government officials, agency officials, community leaders, businessmen, and students to face realistically the educational problems of the region as well as underlying economic and political problems.

What you shall read here is , therefore, a synopsis of projects generated by and shared during the Conference as well as a chronicle of what actually took place during our three days together. Hopefully, parts of this report can be used as a resource by all who would perceive by their own activity the movement in the mountains.

SAMUEL B. ETHRIDGE
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Credits for other contributors to this report and other pictures not taken by Mr. Clevinger appear on page 20.

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The Mountains Are Moving

GRowing Up in

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SENATOR RANDOLPH URGES COMMITMENT TO REVITALIZATION

"The lack of human and economic resources in rural Appalachia has produced a formidable educational deficit which must be reversed by a total community effort," declared Senator Jennings Randolph of West Virginia. In the Conference keynote address, Senator Randolph lamented the double failure of the rural school to retain its teachers and to introduce pupils to the job world.

On one hand, said the Senator, "It is estimated that the Appalachian states lose two-thirds of the teachers they train to better-paying schools and to industry." In addition, the region's schools, lacking kindergartens and offering vocational courses only to older students, have a 65 percent loss rate. Citing the *Interim Report* of the Appalachian Regional Commission's Education Advisory Committee, Senator Randolph said that about 11 percent of Appalachia's adults have completed the fifth grade, 33 percent have finished high school, and only 5 percent are college graduates.

Pikeville College President Deplores Education Soul Drain

"If a doctor treated his patients the way we treat our students," charged Dr. Thomas Johns, president of Pikeville College, "most of them would die." The Conference symposium speaker continued that "we talk about equal opportunity, individual attention, and the humanity of the child, but we don't practice what we preach. We tell children to do page one and turn to page two, to do page two and turn to page three — all together."

What is wrong with educators?

"If children in Appalachia who have never seen a book, heard a symphony, or seen a painting are afraid to venture forth, it is because an educator who has a rich cultural background discourages adventure and hope," Dr. Johns declared. The beauty of the Appalachian people is to observe, feel, and hope; yet "we remove them from the great outdoors, cram them into classrooms, and say, 'Observe!' — Observe what? — The four walls!" Educators have failed to produce a classroom capable of harnessing the natural instinct of man to discover.

What is wrong with schools?

According to the Pikeville College president, education's traditionally negative response to change is totally inadequate. The school, which has separated the learning process from reality, can no longer compete with TV and the newspapers, which teach the child by presenting life as it is. Most children, said Dr. Johns, "have witnessed the assassination of America's leaders, watched urban riots, and traveled, through the medium of satellites, to watch athletic contests in Mexico, Europe, and Japan." However, the school setup does not communicate the panorama of life to the child, according to Dr. Johns' observations. It just turns him off.

How do we change?

"If we are to be honest about our true professional responsibility," the college president insisted, "we must discover where our students are and push them one step further." Educators must learn about and appreciate the problems of Appalachia in order to solve them.

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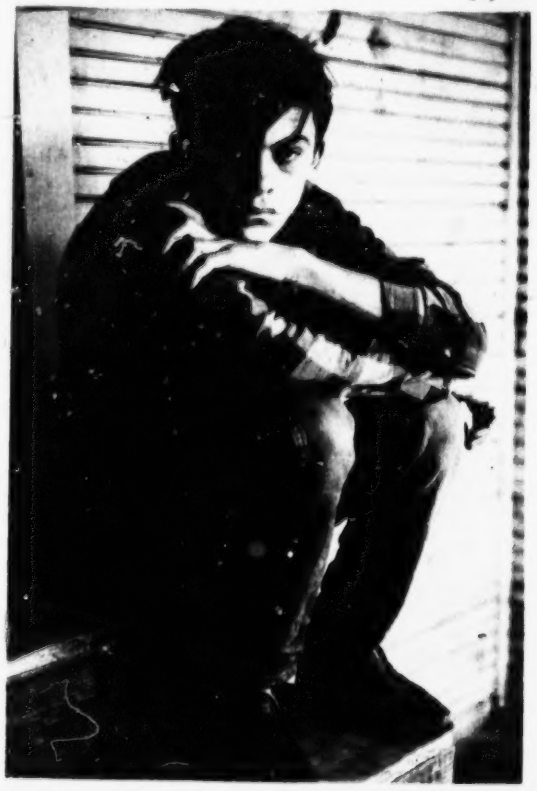

APPALACHIA

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Conferees Emphasize Early Childhood Learning

The fastest learners are the youngest learners, and educators should introduce them early to the experience of formal education. This was a point of view expressed frequently by Conference participants, several of whom are actively involved in working for or implementing early childhood education programs.

Charles I. Foltz, director of the Education Advisory Committee of the Appalachian Regional Commission, reported to the Conference that an education system for children from age three through the third grade is a priority goal of the Committee.

Leah Curry shared views with teachers attending the Conference about Project Head Start. Miss Curry, Head Start coordinator at Marshall University in West Virginia, spoke of the OEO program which brings school experiences to three- to five-year-olds in the summer and during the year in the Follow-Through program.

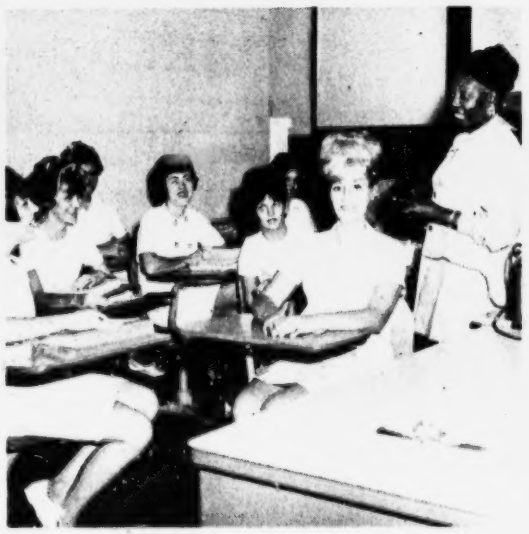
Richard Ray, a Conference panelist, described the Learning Institute of North Carolina which operates a child development center to provide day-care services and prepare toddlers for the school experience.

Would-be teachers prepare reports on possible future careers. (4)

Job Relevant Education Developing Throughout Region

Those who will work with dignity in the new Appalachia must have the best vocational guidance and training. This was an often repeated proposal for improving Appalachian education during the Conference.

Young girls in Kentucky learn cosmetology. (5)



Development of job-relevant vocational education and dissemination of occupational information are priority goals in education for the Appalachian Regional Commission, reported Charles Foltz during a panel discussion. Information about future job needs must be fed into the school curriculum, he said.

James Liner reported to the North Carolina group at the Conference about the Job Orientation program for dropouts sponsored by Mountain Projects, Inc. Eighty percent of the program's participants, who studied employer-employee relationships, on-the-job responsibilities, and health factors in employment, are now working.

In addition, the group of PTA representatives at the Conference urged more guidance counselors for public schools, and the Higher Education Workshop called for a continuous dialogue between industry and the college. Some participants in the workshop added that adult education should be a function of the college.

Business and industry, parents and students are involved in the Wood County Counseling and Job Placement Project in West Virginia. Sponsored by the Appalachia Educational Laboratory, the Wood County project has attempted since 1964 to increase the holding power of the schools by helping students find jobs during their high school years.

University Recruits Drop-Ins

Tennessee Technological University in Cookeville brings high school students from North Central Tennessee to its campus for a special project called "Operation Pebble," reported Tennessee Tech students at the Conference. The high school students receive three-week sessions of instruction and academic, vocational, and personal counseling. They also study reading, physical education, health, and social studies. Operation Pebble seeks to develop the students' self-confidence, raise their educational aspirations, and make them proud of their Appalachian heritage.

"To every man his chance;
to every man regardless of his birth,
his shining, golden opportunity.
To every man the right to live,
to work, to be himself,
and to become whatever thing his
manhood and his vision can combine to make him.
This, seeker, is the promise of America."
From **You Can't Go Home Again**
by Thomas Wolfe of Asheville, N. C.

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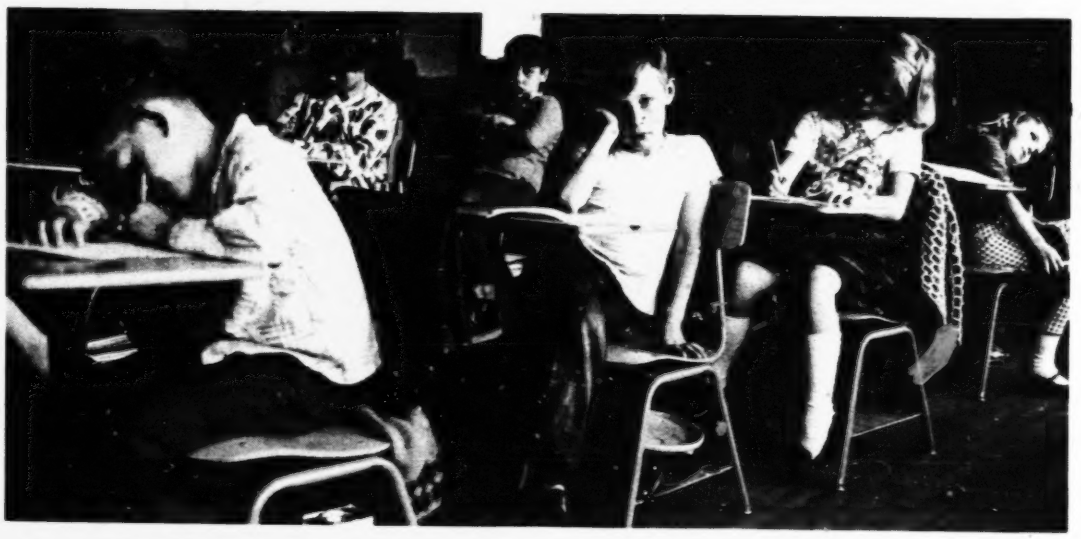

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There is no chance without education.
There is no golden opportunity without education.
There is no fruitful work without education.
And though a man has the degree of vision and manhood to conquer the world,
He will fall far short of his goal without education.

Senator Jennings Randolph of West Virginia

Conferees Enumerate Educational Problems

Geographic isolation produces many problems for the small and one-room Appalachian schools. Teachers from these schools who attended the Conference mentioned that high operating costs in small schools consume funds that would otherwise go into educational improvements. They pointed to a general absence of hot lunch programs in the isolated schools; they maintained that teaching loads are heavy, and that teachers often have low expectations of their pupils in these schools.

Cecil Upchurch, president of the Haywood County Education Association in North Carolina, told conferees that the slow progress in consolidating small, inefficient school units constitutes a major Appalachian educational problem. He added that Appalachia has "too many teachers who are not dedicated enough to put forth the extra effort required to help students who come to school from poor home backgrounds."

According to West Virginia's Senator Jennings Randolph, the low salaries offered by Appalachian school systems are largely to blame for the failure to retain or attract good teachers in the area.

Former Kentucky Governor Challenges Educators

"The 3R's must be replaced by the 5C's required in tomorrow's world," said Edward T. Breathitt, in addressing the Conference. The 5C's are "the skills of communication, computation, conceptualization, creation, and cooperation," explained Mr. Breathitt, director of the Institute for Rural America and former chairman of the President's Advisory Commission on Rural Poverty.

"The leading problem in Appalachian education today," he continued, "is how to create a demand for the kind and quality of education which is relevant to the future of today's Appalachian youth."

Two facts underlie the education of the future, according to Mr. Breathitt: (1) In 30 years, 75 percent of us will live in cities; and (2) The average laboring man will hold 12 jobs during his working life. Mr. Breathitt emphasized that a child's education must prepare him to be a first-class citizen in tomorrow's urban world and prepare him for a lifetime of occupational change.

The Honorable Edward T. Breathitt.
(8)

Educators must explain to lay people that the curriculum requires changes to reflect the 5C's. The community must commit itself to the process of education, and it must be in agreement on "the specific mission and goals of the educational system in the community," said the former Kentucky governor.

Educational systems, Mr. Breathitt explained, can then be redesigned and administered to meet challenges which are common to both rural and urban areas. "I suggest that when we get this point across to the lay constituency of education," he continued, "we shall have moved a good distance toward meeting the challenges of education in Appalachia." The community cannot continue to believe, he warned, "that the future will place no radically different demands upon its children than the past placed upon them."

Building Better Education

A T-group engages in nonverbal expression during one of Project Upper Cumberland's sensitivity training workshops. (9)

TVA Sponsors Multi-County School

A centrally located high school and adult training center will be constructed in the Sequatchie Valley in Tennessee, said Jere Farley during the Conference's Innovations Panel. Mr. Farley, TVA education relations specialist, reported that the Tennessee Valley Authority will help finance construction and will assist low-income counties over a five-year period to move to higher levels of school financing. Federal, state, and local agencies are involved with the TVA in the Sequatchie project.

Improved Communication Means Better Teaching

"It's easy to solve a problem once you learn how to identify and analyze it," commented many Conference participants. Persons who attended the problem-solving sessions at the Conference stressed the need for additional instructional experiences that clarify issues and improve communication.

Students who participated in the Conference were particularly concerned that teachers be sensitive to their pupils' needs. Representatives of Student NEA chapters from the five-state Conference area urged teachers to seek out experiences and training for personal growth.

Dr. O. C. Stewart, a Conference panelist, reported that Tennessee Technological University in Cookeville offers a communications training laboratory. The lab, said Dr. Stewart, dean of extended services, provides a setting where educators, parents, students, and community persons learn how better to listen and to relate to others by examining their interpersonal relations.

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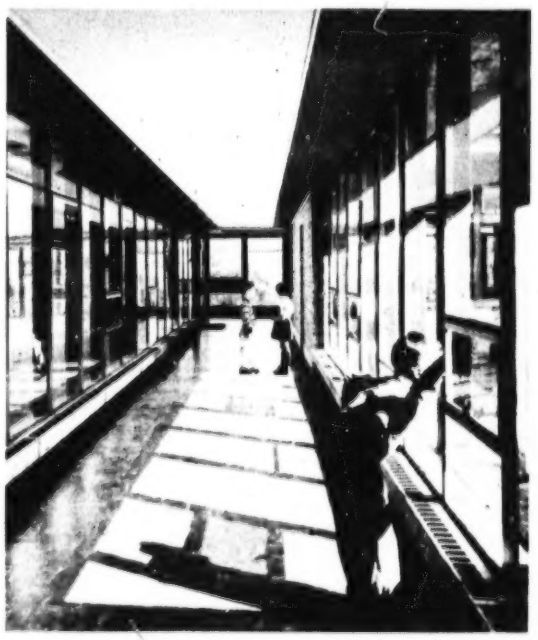


Teachers Team Up in Pikeville

The Pikeville, Kentucky, schools provide individualized instruction through a team teaching project in the fifth and sixth grades and in social studies and science classes in all grades, said Katherine Ratliff, a participant on the Innovations Panel. The Pikeville teacher said that with the aid of the Eastern Kentucky Educational Development Corporation, surveys were made, team teaching workshops were held, and the Pikeville staff traveled to observe team teaching in operation.

Science students in Pikeville, Kentucky, receive guidance from one of their team teachers, Mrs. Katherine Ratliff. (11)

Teachers in

Student NEA members meet during the conference to define their particular needs.

Students Ask For Change In Teacher Education

"Education students should have more contact with children during their training if they are to become sensitive teachers." This was one of the recommendations of representatives of Student NEA chapters at the Conference.

The education students, from Tennessee Technological University and Mars Hill College, added that students should have a voice in curriculum development and that education majors especially should receive instruction in the historical and cultural foundations of Appalachia.

Black Students Suggest Reforms

The educational problems of Appalachia are as complex as those throughout the nation. Black students, for instance, are urging that higher education become more relevant to their contemporary needs. An example of their desire for change is a list of demands drawn up by a group of black students from a college in Appalachia. These demands include greater consideration about assignment of student teachers, more speakers and cultural programs on campus, courses in black history and culture, more black faculty members, library services seven days a week, wider selection of paperbacks at college bookstores, more all-college assemblies, admittance of out-of-state students, and availability of textbooks at the beginning of the semester.

Dr. O. C. Stewart and Lemuel DeVoe discuss relevant trends in higher education.

Building New Appalachia Requires Help of Colleges

"Institutions of higher education can be agents for community change," said Lemuel DeVoe of West Virginia's Bluefield State College. Mr. DeVoe, a consultant for the Conference Higher Education Workshop stressed the responsibility of the Appalachian college to train skilled, responsive teachers.

The graduates of Appalachia's colleges have a multiple task, according to Mr. DeVoe. They must offer quality courses designed to attract the best outside and local students, for their graduates must meet the area's leadership needs. For example, continued the Bluefield professor, Appalachia's education majors must fill the professional ranks with "new blood" and new ideas, be able to offer specialized and remedial instruction, and treat equally all pupils they teach.

Recommendations of NEA Task Force on Human Rights

Recommendations made in 1968 by the NEA Task Force on Human Rights include the following:

1. More prospective teachers must be actively recruited from minority groups.
2. Experienced teachers must be provided with skills in human relations and in teaching minority-group children — with an opportunity to keep these skills up-to-date.
3. Future teachers must be specifically trained in human relations and to develop healthy attitudes toward themselves and their students.
4. Future teachers must have the opportunity to learn the specific skills they will need to work with minority-group children, and prospective teachers for predominantly minority-group locations must be actively recruited and given special training.

the Making

Students Team Up At Mars Hill College

"Students at Mars Hill College in North Carolina have given a new twist to the pre-college Upward Bound program of the Office of Economic Opportunity," commented Program Director Dr. John Hough, Jr., at the Conference. Dr. Hough added that the Mars Hill Buddy System, which matches Upward Bound and college students who work as a team on their lessons and who share personal experiences, is a success. "The Upward Bound students have seen college to be a distinct possibility, and the college students have participated in a valuable community service," he said.

A young man from Mars Hill College works with an Upward Bound student. **(12)**

Pikeville College Students Aid Their Community

"Programs are provided by Appalachian colleges to sensitize future teachers to human needs," reported Patricia Bartley during the Innovations Panel at the Conference. Miss Bartley, a Pikeville College senior, described Pikeville College Course #399, in which she is enrolled, as a fulfilling and productive experience.

According to Miss Bartley, Pikeville College, in cooperation with the Mountain Mental Health Clinic, offers credit to students who work on an apprenticeship basis with foster children, delinquents, the elderly, and the mentally ill. The students spend 1½ hours a week in the classroom to discuss and analyze their experiences.

Teacher Corpsmen Work In Area Schools

"Educational enlightenment rather than coercion is the key to change," according to James McCabe, assistant to the director of the North Carolina Teacher Corps. The Teacher Corps intern epitomizes this view, said Mr. McCabe, for he brings to a community a new and different outlook on life.

Under the Higher Education Act, explained Mr. McCabe, universities throughout the nation cooperate with the federal government to offer tuition-free, master's degree programs to persons preparing to teach in low-income areas. The intern, with a bachelor's degree in any field, studies the elements of teaching with emphasis on the sociology of poverty and learns to teach on the job. Mr. McCabe said that at the end of two years, the intern will have received the master of arts degree in teaching and will have fulfilled requirements for certification.

Appalachians Study Their Region and Culture

Appalachian State University in North Carolina, which has sponsored summer workshops on the area's folk arts, is developing plans for an Appalachian Studies Center, reported conferee Cratis Williams. Dr. Williams, dean of the ASU Graduate School, said that in addition to emphasizing Appalachian culture in course work, the Center hopes to house an extensive library about the region.

The University already has a solid Appalachian collection. Dr. Williams added that its summer workshops "have included mountain craftsmen, singers, fiddlers, and storytellers, as well as such interpreters of mountain traditions as John Jacob Niles, Richard Chase, Artis Moser, Hedy West, John Putnam, Ed Presnell, and Doc Watson."

(13)

Problems? Politics: Problem Solving?

Conference Clinic Explores Political Methods, Uses

Is politics an avenue or barrier to progress? This was the unspoken, underlying question posed by the Conference's Political Mini-Clinic sponsored by the NEA Citizenship Committee. The dual nature of politics was revealed as conferees engaged in exercises designed to determine the roadblocks to improvements in education in Appalachia. Finding that some obstacles are rooted in politics and that politics is also a constructive force, Conference participants devised new roles for themselves as users of politics.

One politically based problem which especially retards educational progress is the unrealistic tax structure in the Appalachian region. This complex problem, according to conferees, permits the exportation of coal revenue while local government is not able or willing to stop this practice. Another problem analyzed by participants is the ineffective use of federal and state funds to plan and implement educational programs in Appalachia. This problem has its roots in the patronage system of the schools.

The educators, parents, and students at the Mini-Clinic found that politics can help them solve the problems caused by politics.

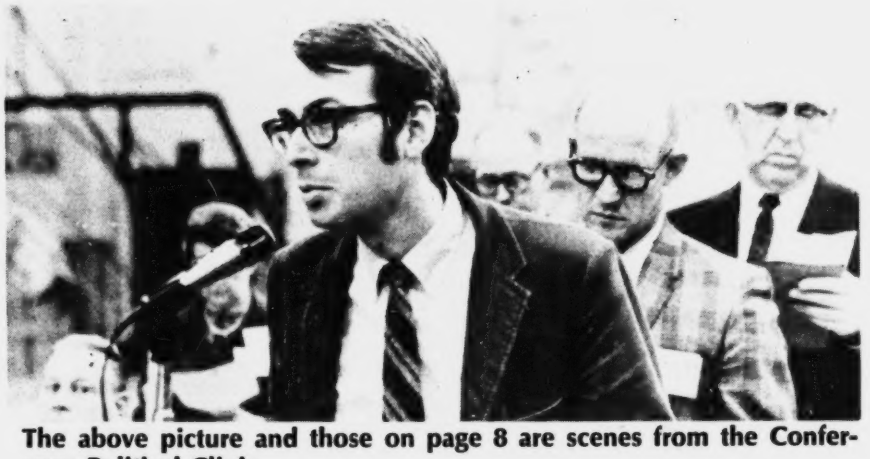
Conferees Analyze School Politics

The school is a "political football," said teachers at the Conference in describing the way the education of Appalachia's youngsters is considered to be less important than the superintendent's political interests. But if politics is the root of many evils in the Appalachian schools, ran the message of the Political Mini-Clinic, then politics as well as teaching must be overhauled before educational reform can be achieved.

David Walls, acting director of the Appalachian Volunteers and a Conference panelist, decried the traditional county arrangement whereby the superintendent's politics determines the makeup of his teaching and administrative staff.

"Skull-duggery" was the word used by representatives of state departments of education to describe the way local politics interferes with the development of statewide plans for educational progress, and adversely affects the distribution of federal and state funds.

"Make sure you bring all your bats" when you play the game of politics, advised Mrs. Mary Anderson, key speaker at the Conference's Political Mini-Clinic. According to Mrs. Anderson, assistant director of the Tennessee Aeronautics Commission and former Tennessee state senator, "the only language the legislator speaks is V-O-T-E-S. Play the ball game that's being played, the way it's being played, and in the same ball park."



The above picture and those on page 8 are scenes from the Conference Political Clinic.

Political Matching Quiz

1. Executive secretaries of state teachers associations
2. U. S. Senators from:
   a. Kentucky
   b. North Carolina
   c. Tennessee
   d. Virginia
   e. West Virginia
3. Black lung bill
4. Coal mine safety legislation
5. Chairman, Senate Public Works Committee
6. Chairman, House Education Committee

A. Dr. I. E. Buff, Charleston, W. Va.
B. Jennings Randolph
C. Carl Perkins
D. House Committee on Labor and Public Welfare
E. Jennings Randolph
   Robert C. Byrd
F. Harry F. Byrd, Jr.
   William B. Spong, Jr.
G. John Sherman Cooper
   Marlow W. Cook
H. Sam J. Ervin, Jr.
   B. Everett Jordan
I. Albert Gore
   Howard Baker
J. J. M. Dodson, A. C. Dawson,
   E. B. Palmer, Donald C. Shali,
   T. Preston Turner, Phares E. Reeder

Prepared by Damon Weber, NEA Citizenship Committee. Answers appear on page 20.

"The region's school system is still hopelessly bogged down in politics. As a rule the school clique is interwoven with the courthouse political machine which spends county funds and discreetly oversees the local management of the State Aid programs. . . . They keep the schools enmeshed in endless political brawls. The tensions generated by the politicians are reflected in cynical teachers who know they are more often hired for their vote-getting power than for their teaching skill . . ., dilapidated school buildings, tattered collections of books posing as libraries, comparatively palatial gyms and recurring crops of educationally stunted high school graduates."

From **Night Comes to the Cumberlands** by Harry M. Caudill

Parents Secure School Lunches

The successful drive by some West Virginia parents in 1967 to secure a hot lunch program for their children was reported to an appreciative Conference audience by Mrs. Lola Bradford. Mrs. Bradford, chairman of the Mingo County Education Committee in West Virginia and a Conference panelist, said that "parents can improve the schools with or without educators' help." She implied that educators would be wise to pay more attention to parents' demands.

According to Mrs. Bradford, parents proved the need for a lunch program and conferred with the local school board and staff superintendent of schools about its establishment. "At one point," said Mrs. Bradford, "we were told to set up booths along the road and feed the kids ourselves."

Finding the school board's $900-a-year income limitation unsatisfactory once the program was authorized, the parents called a school strike in a 16-county area which threatened defeat of a school bond issue. HEW finally overturned the local guidelines, making lunches available to more children.

Senator Jennings Randolph delivers the keynote address: ". . . in the final analysis, the educational process will be determined by the people of our area."

Conferees Call For Needed Dialogue

"Our schools tend to be islands which make no attempt to relate to the community," said Cecil Upchurch, a Conference panelist and president of the Haywood County Education Association in North Carolina. Nearly every group at the Conference agreed.

The school-community communications gap was especially voiced by parents who protested their exclusion from the education system. They said that the school board does not address itself to parents, board meetings are not publicized, and teacher aides are not properly used. Teachers communicate only superficially with their pupils, they continued, and parents hesitate to speak up, within the PTA or outside, for fear of reprisals against their children.

Educators generally agreed with the parents. The teachers identified the lack of parental involvement in the schools as a regional educational problem. Conferees representing local education association leadership expressed a similar need for parental involvement.

Failure by administrators to realize that community pressures will solve Appalachia's educational difficulties was cited as a major problem by representatives of state departments of education. They further implied that the school and community must improve their relationship.

Superintendents of schools attending the Conference said there is too much of the wrong kind of community involvement and too little of the kind which produces educational progress.

Breathitt Predicts Schools Will Use Community Resources

Former Kentucky Governor Edward Breathitt challenged educators at the Conference to address themselves to the community:

> . . . the unnatural lines of demarcation between school and non-school experiences need to be re-examined to enrich the relations between the two. Program designs may dictate a restructured relationship between the school as an institution and other community institutions.
>
> The old system of fitting programs to personnel ought to be reversed. When this is done, new personnel resources come into view, ranging from mothers serving as teachers' aides, older students tutoring younger ones, and community professionals offering orientation in their specialty. It may be that "regular" educational personnel are going to have to come more squarely to grips with the fact of continuous retaining as a way of life.

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"The solution to Appalachia's
declared Mrs. Farris Vaden, a Confe
Tennessee Congress of Parents and
by Jack Weller. Conference partici
to bridge the gap between the sch

Mrs. Vaden announced that
organization is hiring a field worker
help local PTA units plan the impro
ment of their schools and communit
"Our PTA in Tennessee," she s
". . . is projecting plans to make
organization more effective not onl
Appalachia but statewide."

Belongs to
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oblems must come from the local scene,"
nce panelist. Mrs. Vaden, president of the
chers, was quoting from *Yesterday's People*
ts seemed united as they reported on ways
and community in Appalachia.

The West Virginia group at the Conference decided to develop more effective relationships between the school and community. Stating that "parent involvement, not better teaching, is the key to improved schools," the group determined to survey community needs and inform teachers and education association leaders at home about the importance of the community in the educational process. The group mentioned in its report that it would work on a follow-up statewide conference focusing on the schools and community.

The group from Madison County, North Carolina, made similar back-home plans, but stressed the role of the college in the community. Action steps planned by this group include seminars for faculty, students, and community resource people.

Parents Take Part In Education

While many conferees addressed themselves to the need for community involvement in the schools, LINC's executive director Richard Ray offered a practical framework for parents to enter the education system. "Different degrees of responsibility are involved in teaching," Dr. Ray said, "and people should be paid according to the responsibility they assume in the system rather than their experience."

Mrs. Mary Lea Webster, a Conference participant and Head Start aide from Williamson, West Virginia, helps five-year-olds get ready for the first grade. Parents come to the Vinson Street Head Start Center, she said, "to see what their children are taught and how they learn by themselves," an opportunity not afforded by the public schools. The program also enables teachers to get to know parents, Mrs. Webster added.

Adults in Beckley, West Virginia, participate in a special education program. (14)

Beckley Adults Attend Class

Adult education classes are conducted in 13 centers in Raleigh County, West Virginia, said conferee John Hartsog. Mr. Hartsog, a principal in Beckley, reported that 350 adults are enrolled in the classes which include remedial, academic, and vocational subjects. Several centers operate only in the evenings, Mr. Hartsog said, but others, such as the Teel Center in Beckley, are open the whole day, five days a week. Plans are also being developed for a mobile classroom to bring the program to isolated areas.

Neighborhood Groups Study Education

Some Conference participants went home with plans to bring the community into the world of education.

The Mountain View Discussion Group is meeting in Knoxville, Tennessee, according to Conference-made plans of Mrs. Almetor King, a counselor from Knoxville, and C. Conrad Browne, director of the Highlander Center in Knoxville. They have organized three community meetings about civil liberties and civil rights, and one group has been considering the issue of student unrest. Mrs. King is encouraging others to join or form their own discussion groups.

Mrs. Charlene Michael, a parent from Knoxville, made plans to bring her neighbors to school board meetings and visit pupils' homes to emphasize the need for parental involvement.

(15)

Folk Music Welcomes Conferees

Pikeville College introduced Conference participants to their task by greeting them with the voices of Jean Ritchie, Billy Edd Wheeler, and Doc Watson. A record player filled the Administration Building lobby with Appalachian folk music, while educators, parents, students, businessmen, and agency representatives completed their blue registration cards.

Conferees and other readers may wish to learn some of these folk songs. Following are the lyrics to a tune by Billy Edd Wheeler and three stanzas of a black ballad which portray the deep feeling and strength of the Appalachian character.

JOHN HENRY

They took John Henry to the tunnel,
Put him in the lead to drive,
The rock was so tall, John Henry so small,
That he lied down his hammer and he cried, Lawd, Lawd,
Lied down his hammer and he cried.

John Henry started on the right hand,
The steam drill started on the left,
" 'Fo' I'd let that steam drill beat me down,
I'd hammer my fool self to death, Lawd, Lawd,
I'd hammer my fool self to death."

John Henry told his captain,
"A man ain't nothin' but a man,
'Fo' I let your steam drill beat me down
I'll die with this hammer in my hand, Lawd, Lawd,
I'll die with this hammer in my hand."

(16)

RED-WINGED BLACKBIRD

Oh, can't you see the pretty little bird
Singing with all his heart and soul?
He's got a blood red spot on his wing,
And all the rest of him is black as coal.

Of all the colors I ever did see,
Red and black are the ones I dread,
For when a man spills blood on the coal,
They carry him down from the coal mine dead.

Fly away you red-winged bird.
Leave behind the miner's wife.
She'll dream about you when you're gone.
She'll dream about you all her life.

Oh, can't you see the little black bird
Singing with all his heart and soul?
He's got a blood red spot on his wing,
And all the rest of him is black as coal.

National Folk Festival To Be In Knoxville

This year, the National Folk Festival will return to Appalachia. The thirty-second annual festival will be held in Knoxville, Tennessee, on October 16-18. Communities in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia, which themselves sponsor over 50 festivals each year, will have an opportunity to send their most talented performers to Knoxville to participate in this competition.

The folk singers and dancers, musicians, storytellers, and craftsmen who perform and exhibit at folk festivals learned and developed their talents at home rather than in the school. The festival both honors them and keeps alive a traditional and fast-fading way of life.

Spirit of Appalachia

(17)

Sociology Workshop Links Mountain Heritage, Education

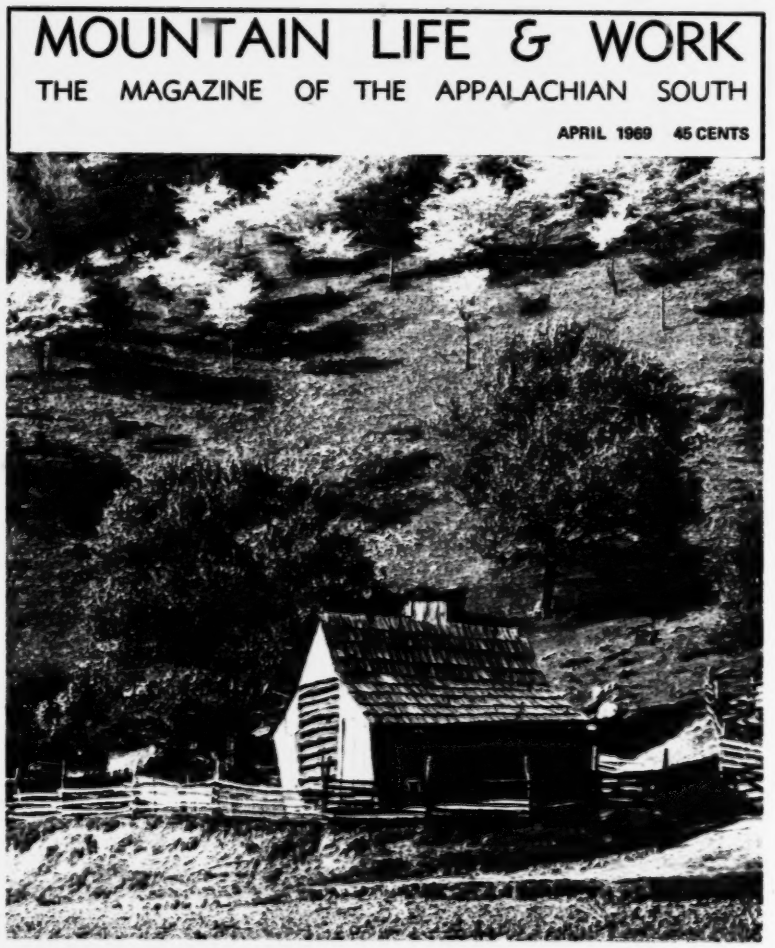
"Jesse Stuart's poetry ought to be taught in Appalachia's schools," remarked a participant in the Sociology Workshop at the Conference. This statement voiced the conviction frequently expressed during the workshop that educators should begin to treat as sympathetic the processes of education and the heritage of Appalachia. "A reconciliation is called for," said Dr. Cratis Williams of Appalachian State University. "Education need not imply an attack on people's philosophy."

And I came back where there is poetry
Among the streams and hills and skies I love;
And I came back a brother to the tree;
My home the roof of flying clouds above —
I came and threw myself upon the ground.
I put my hands upon green growing weeds.
And then I said: "At last, my life I've found.
For this is all my hungry body needs."
Who doomed my body for a steel machine
And patterned it for dollars and for cents?
This brain cannot forget when weeds are green.
This brain cannot forget the body will be spent.
But last the call of earth I have obeyed.
I found life in the heart of earth and stayed.

From the book **MAN WITH A BULL-TONGUE PLOW** by Jesse Stuart. Copyright © 1934, 1959 by Jesse Stuart. Dutton Paperback Edition. Reprinted by permission of E. P. Dutton & Co., Inc.

Appalachian Program Ideas

1. Make a list of oustanding people from Appalachia — musicians, storytellers, dancers, singers; craftsmen, artists; poets, novelists, critics; historians.
2. Start a record collection; develop bibliographies on Appalachian history, geography, economics, culture; locate films about Appalachia.
3. Find out which folk festivals are held in your state by writing for a free list to
   Archive of Folk Song
   Music Division
   Library of Congress
   Washington, D. C. 20504
4. Together with a community, business, church, or civic organization in your area, undertake an Appalachian cultural project.
5. Make plans for a monthly "Appalachia Day." This program could include a lecture series, entertainment, discussion, rehearsals, film showings.



MOUNTAIN LIFE AND WORK is published by the Council of the Southern Mountains.

(18)

State Leadership is Vital

State Departments, Associations Need Cooperative Planning

More cooperation between state departments of education and state education associations is necessary if Appalachia is to develop comprehensive plans to meet its educational needs, agreed representatives of both groups at the Conference.

Conferees from Pile County, Kentucky, identified lack of such cooperation as a major problem in the area, and Charles Foltz told the Conference that filling the need for comprehensive planning resources at the state level is a prime goal of the Appalachian Regional Commission.

Speeches delivered by Senator Randolph and the former Governor of Kentucky, Edward Breathitt, each contained warnings that unless cooperative plans are made, Appalachia will continue to suffer insufficient federal funding of programs and inefficient distribution of funds received. Senator Randolph remarked that future Congressional legislation may "authorize a combination of federal categorical grants-in-aid, general functional block grants, and per-capita general support payments." This possibility will necessitate comprehensive state planning. According to Mr. Breathitt, education systems must be redesigned and administered "to meet challenges which are common to both rural and urban areas." He urged statewide planning.

Edward Breathitt Proposes State Information Systems

"State departments of education must provide the heart of a statewide management information system," remarked Edward Breathitt, in order to "collect accurate information about change and translate it into program revision."

"One of the fundamental problems in rural areas," continued Mr. Breathitt, "has been that programs have been designed to fit into existing institutions and personnel charts where they simply would not go."

Mr. Breathitt continued, saying that "the program which would emerge from the design process in most areas would almost certainly be at variance with existing institutional forms and personnel qualifications." He said that "program design is essentially a 'boat-rocking' operation."

Systems cannot be changed overnight or by any one district, the former governor of Kentucky cautioned, but must be developed around the state department of education. "Every state, of course, has such a system, whether it is recognized as such or not," he said. "The task is to make it explicit, efficient, and effective."

Senator Randolph Discusses Increased State Responsibility

Congress has given state departments of education increased responsibilities for the administration of the Elementary and Secondary Education Act, announced Senator Jennings Randolph at the Conference.

"Provision was made by Congress for the gradual transition of Title III from the Office of Education to state departments of education," the Senator from West Virginia reported. "During the coming fiscal year, 1969, state departments of education could have responsibility for up to 75 percent of the funds and the Office of Education 25 percent. The following year, state departments of education would have responsibility for 100 percent of the funds."

to Good Education

Panelist Describes N. Carolina Learning Institute

"Educators who are intimately involved with the administration of the public schools need another, more objective, source for advice about changing their schools," said Richard Ray, a Conference panelist. Dr. Ray, executive director of the Learning Institute of North Carolina, gave this reason for the establishment of LINC as an independent educational research agency by the North Carolina Board of Education. Since 1964, said Dr. Ray, LINC has given objective leadership to the state's schools.

LINC's Project Change deals with curriculum development, in-service training, and leadership workshops, said Dr. Ray. The LINC Summer Program, he continued, is a research project concerning high school youth. The Child Development and Training Center contains a preschool laboratory and provides family services and training for Head Start personnel.

Another LINC program, continued Dr. Ray, is the Leadership Identification and Development Project, which trains potential leaders and offers master's degree programs to some, in a manner similar to that of the Teacher Corps. In addition, LINC provides technical services to North Carolina schools in the areas of reading, preschool education, and designing ESEA Title III projects.

(19)

Kentucky Develops Negro History Curriculum Guide

Guidelines for teaching minority-group history have been developed and distributed by the Kentucky State Department of Education, which was represented at the conference by Tim Alexander, deputy superintendent; Bernard Gravitt, education advisory specialist; and W. C. Shattles, director of equal education opportunity.

Contributions of the Negro to American Life and Culture: A Resource Unit for Improving Intergroup Relations Through Instruction focuses on the integration of Negro history into the regular school curriculum. Considerable space in the 128-page book is devoted to a curriculum framework for intergroup education.

Regional Commission Works With States

Each of the 13 Appalachian state governors appoints a representative to the Education Advisory Committee of the Appalachian Regional Commission. The members of the Committee, reported Charles Foltz, its executive director, help governors and their representatives formulate educational plans to meet state and local needs and act as an advisory body to the Commission.

States Plan For The Future

Before leaving Pikeville College, conferees met to identify educational goals for their states.

Kentucky:

Effective use and pooling of community resources to utilize federal funds;

Telling the story of education to the public.

North Carolina:

Effective implementation of an early childhood education program;

Involving colleges in the community;

Elimination of apathy.

Tennessee:

Involving the whole community in providing educational programs for adults and children;

Making teacher training relevant.

Virginia:

Planning follow-up conferences designed to solve educational problems.

West Virginia:

Development of more effective relationships between schools and communities.

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Federal Support Fo

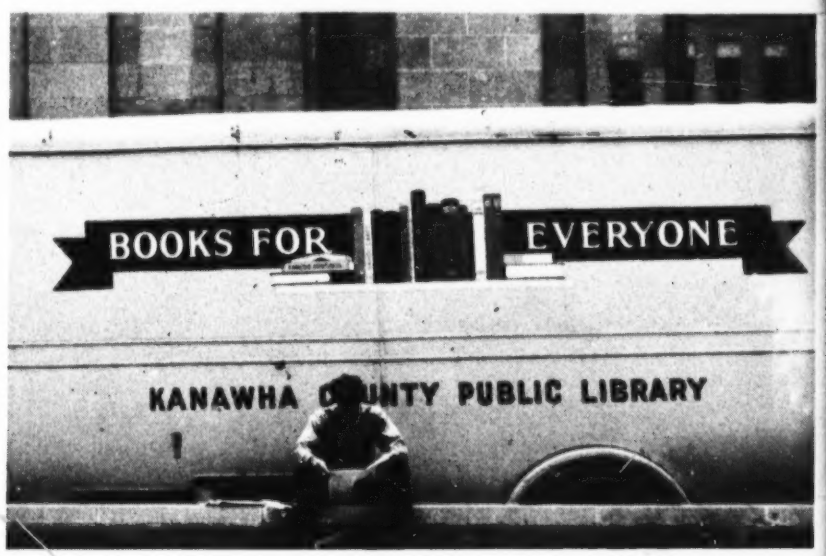
IMPROVING LEARNING RESOURCES

Type of Assistance	Authorization	Application
At the state level: State administration (strengthen administration in state education agencies)	National Defense Education Act, Title III	State education agencies apply to Division of Plans and Supplementary Centers, USOE (U. S. Office of Education, Washington, D. C.)
Strengthening state education agencies (improve leadership resources)	ESEA, Title V	State education agencies apply to Division of State Agency Cooperation, USOE
Interlibrary cooperation (establish cooperative networks of libraries)	Library Services and Construction Act, Title III	State library administrative agencies apply to Division of Library Services and Educational Facilities, USOE
At the college level: Community service programs (help communities solve problems)	Higher Education Act, Title I	Colleges and universities apply to state agencies or institutions designated to administer state plans
At the local level: Supplementary centers (provide services not offered in schools)	ESEA, Title III	Local education agencies apply to state education agency or Division of Plans and Supplementary Centers, USOE

MEETING THE DROPOUT PROBLEM

Type of Assistance	Authorization	Application
Dropout prevention (develop ways to reduce dropout rate)	ESEA, Title VIII	Local school districts in low-income areas apply to state education agency and Division of Plans and Supplementary Centers, USOE
Follow-Through (provide special education program for early elementary grades for pupils who have completed Head Start)	Economic Opportunity Act	Designated local educational agencies apply to Bureau of Educational Personnel Development, Teacher Corps, USOE
Occupational training and retraining (equip persons for work)	Manpower Development and Training Act	Local school authorities apply to state vocational education agency
Talent search (identify and encourage students to complete high school and enter college)	Higher Education Act, Title IV-A	Colleges, state and local education agencies, public and nonprofit institutions apply to Division of Student Financial Aid, USOE

Appalachia's Schools



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DEVELOPING NEEDED EDUCATIONAL PROGRAMS

Type of Assistance	Authorization	Application
Adult basic education (provide literacy program for adults)	Adult Education Act	State education agencies apply to Division of Adult Education Programs, USOE (U. S. Office of Education, Washington, D. C.)
Guidance, counseling, and testing in public schools (establish and maintain programs)	National Defense Education Act, Title V-A	Public elementary and secondary schools, junior colleges, and technical institutes apply to state education agencies
Head Start (provide preschool educational program)	Economic Opportunity Act	Local education, community action and government agencies, colleges and universities, voluntary groups, and nonprofit private organizations apply to local community action agency or Office of Economic Opportunity in Washington, D. C.
Special programs for the disadvantaged (offer remedial reading, hire staff, acquire equipment, provide dropout programs, etc.)	ESEA, Title I	Local school districts apply to state education agencies

PROGRAMS FOR TEACHING PERSONNEL

Type of Assistance	Authorization	Application
Desegregation training grants (improve ability of school personnel to deal with desegregation problems)	Civil Rights Act of 1964	Teachers and other public school personnel apply to participating institutions; information from Division of Equal Educational Opportunities, USOE
Educational personnel training programs (train and retrain teachers and aides)	Education Professions Development Act, Part D	Prospective and experienced education personnel apply to participating colleges, or local and state education agencies
Teacher Corps (offer education and internship program leading to master's degree in teaching)	Education Professions Development Act, Part B-1	State and local education agencies, colleges, and universities apply to Bureau of Educational Personnel Development, Teacher Corps, USOE
National teaching fellowships (for teachers in small colleges)	Higher Education Act, Title III	Graduate students or junior faculty members apply to participating institutions

Conferees Represented These Organizations:

State Organizations
Kentucky Department of Public Instruction
Kentucky Education Association
Kentucky Program Development Office
Kentucky State PTA
Learning Institute of North Carolina
North Carolina ACT
North Carolina Economic Opportunity Office
North Carolina Education Association
North Carolina State PTA
North Carolina State School Boards Association
North Carolina Teacher Corps
North Carolina Teachers Association
Tennessee Aeronautics Commission
Tennessee Education Association
Tennessee State PTA
Virginia Education Association
West Virginia ACT

Regional Organizations
Appalachia Educational Laboratory
Appalachian Regional Commission
Appalachian Volunteers
Council of the Southern Mountains
Dayton Daily News
Eastern Kentucky Educational Development Corporation
Eastern Kentucky Education Association
Louisville Courier-Journal
Tennessee Valley Authority

National Organizations
Association of Classroom Teachers
College Press Service
Institute for Rural America
Student NEA
United Presbyterian Church, Board of National Missions
VISTA

Colleges and Universities
Appalachian State University, Boone, N. C.
Berea College, Berea, Ky.
Bluefield State College, Bluefield, W. Va.
Campbellsville College, Williamsburg, Ky.
Eastern Kentucky University, Richmond, Ky.
Knoxville College, Knoxville, Tenn.
Marjorie Webster Junior College, Washington, D. C.
Marshall University, Huntington, W. Va.
Mars Hill College, Mars Hill, N. C.
Milligan College, Johnson City, Tenn.
Pikeville College, Pikeville, Ky.
Tennessee Technological University, Cookeville, Tenn.
Tusculum College, Greenville, Tenn.
University of West Virginia, Morgantown, W. Va.
Western Carolina University, Cullowhee, N. C.
Wilmington College, Wilmington, Ohio

Community Agencies
Community Education Project, Boston, Mass.
Grass Roots Community Action, Barwick, Ky.
Highlander Center, Knoxville, Tenn.
Involvement Education, Berea, Ky.
Job Corps, Charleston, W. Va.
Mingo County Economic Opportunity Council, Williamson, W. Va.
Mountain Projects, Inc., Waynesville, N. C.
Neighborhood Youth Corps, Eastern, Ky.
Opportunity Corps, Marshall, N. C.
Orange-Chatham Community Action Agency, Chapel Hill, N. C.
Raleigh County Community Action Agency, Beckley, W. Va.
Upper French Broad Education Development Commission, Fletcher, N. C.

School Systems
Ashe County Schools, N. C.
Canton Schools, N. C.
Elkhorn City Schools, Ky.
Elkin Schools, N. C.
Floyd County Board of Education, Ky.
Kingwood Board of Education, W. Va.
Oak Ridge Schools, Tenn.
Pike County Schools, Ky.
Preston County Board of Education, W. Va.
Pulaski County Public Schools, Va.
Raleigh County Schools, W. Va.
Washington County School Board, Va.
Wilkes County Public Schools, N. C.

Local Associations
Aurora PTA, Aurora, W. Va.
Cabell County Education Association, Huntington, W. Va.
Elkhorn City PTA, Elkhorn City, Ky.
Floyd County Health Services Program, McDowell, Ky.
Haywood County Education Association, Waynesville, N. C.
Oak Ridge Education Association, Oak Ridge, Tenn.
Pike County Education Association, Pikeville, Ky.
Preston County ACT, Bruceton Mills, W. Va.
Raleigh County Education Association, Beckley, W. Va.
Roanoke PTA, Roanoke, Va.

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Building and effective local education association
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- Mrs. Jean Parlett, Assistant Secretary, NEA Citizenship Committee

Building new power relationships among schools, community agencies, and parents
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Sociology and culture of Appalachia
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- Dr. Leonard Roberts, Pikeville College, Pikeville, Ky.

Adapting the educational curriculum to the needs of Appalachian children
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- Darlene Smith, Pikeville, Ky.
- Ronald Turner, McDowell, Ky.
- Cecil Upchurch, Waynesville, N. C.

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Charleston, West Virginia 25325

Commission on Religion in Appalachia
1114 West Clinch Avenue
Knoxville, Tennessee 37916

Council of the Southern Mountains
College Box 2307
Berea, Kentucky 40403

Economic Opportunity Technical Assistance Offices:
- Division of Economic Opportunity
  Kentucky Program Development Office
  213 St, Clair Street
  Frankfort, Kentucky 40601
- Department of Administration
  State Planning Task Force
  Economic Opportunity Program
  P. O. Box 1351
  Raleigh, North Carolina 27602
- State Economic Opportunity Office
  100 Arlington Avenue
  Nashville, Tennessee 37210
- Virginia Office of Economic Opportunity
  1010 James Madison Building
  109 Governor Street
  Richmond, Virginia 23219
- West Virginia Economic Opportunity Agency
  1716 McClung Street
  Charleston, West Virginia 25331

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Appalachian Regional Commission
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Regional Educational Laboratory for the Carolinas and Virginia
Mutual Plaza
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Maria Urquides, NEA Director, Ariz.

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Anti-Defamation League of B'nai B'rith	Walter Plotch
Council of the Southern Mountains, Inc.	Loyal Jones
League of United Latin-American Citizens	Eduardo Pena
National Association for the Advancement of Colored People	June Shagaloff
National Urban League, Inc.	Dr. Ermon Hogan
Southern Christian Leadership Conference	Dorothy Cotton
U. S. Office of Education, HEW	Dr. Gregory R. Anrig
U. S. Commission on Civil Rights	Howard A. Glickstein
U. S. Community Relations Service	George W. Culberson

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Mary Kepecs ... Professional Assistant

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Key to Political Quiz on Page 9

1-J; 2a-G, 2b-H, 2c-I, 2d-F, 2e-E; 3-A; 4-D; 5-B; 6-C.

Score:

7-10	Involved
5-6	Knowledgeable
3-4	Informed
2	Concerned
1	Needs help
0	Call a friend

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NATIONAL EDUCATION ASSOCIATION